

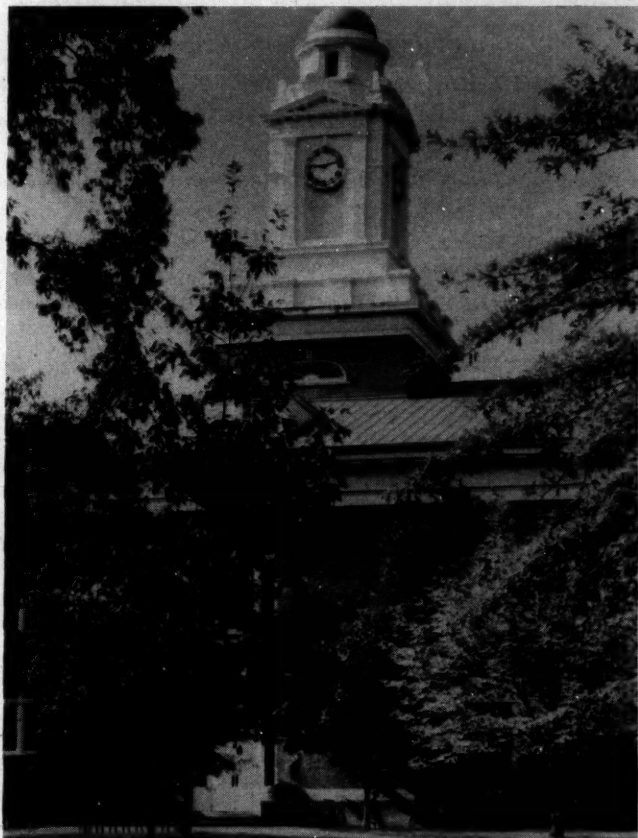
# THE JOURNAL

OF THE  
COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Volume 10

May, 1959

Number 3



*Phelps Stokes Chapel and The Chimes Tower  
Berea College of Kentucky*

**THE JOURNAL**  
of the  
College and University Personnel Association

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## NOTES & QUOTES . . .

### *Phelps Stokes Chapel*

Phelps Stokes Chapel of Berea College was built with student labor and college-produced materials in 1906. Students laid the bricks from Berea's kiln, made beautiful oak flooring and woodwork from lumber from the college forest. The chimes play each quarter hour a melody composed by Handel. These words go with the notes played:

*Lord in this hour  
Be Thou our guide  
That by Thy Power  
No foot may slide.*

### *You Should Know That —*

To say that Thomas Jefferson founded the University of Virginia is an understatement of the facts. Not only did he lay the foundation: he designed and built the plant which stands as he left it, the picturesque center around which the larger University of today is grouped. But it is not only in brick and mortar that the builder's spirit is preserved. He believed that education should have a direct relation to the life of a democracy, that it should be made available to all who are mentally competent to take it, and that students should be intellectually free and capable of self-government. To trace the fate of the plans which he so carefully made for the operation of his experiment in higher education is to study human nature in one of its most interesting manifestations. For a full generation after the opening of the University, only its architecture and its high academic standards appeared to perpetuate the ideals of the founder; but as time went on, the students learned to govern themselves,

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and academic freedom more and more prevailed, so that today one feels instinctively that the same spirit which rests upon the hilltop of Monticello pervades the University.

Although the University of Virginia was founded in 1819, it has had only three presidents. A chairman of the faculty who was elected annually, served as its first administrative officer until Edwin A. Alderman was chosen as first president in 1904. Robert E. Lee was considered for the presidency, but before a decision could be

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made, he accepted a similar position at Washington College, now Washington and Lee University, in Lexington.

The cornerstone of the University of Virginia was laid in the presence of Thomas Jefferson, James Madison and James Monroe, all members of the first governing board of the University. Monroe, then president of the United States, performed Masonic Rights while the two ex-presidents looked on.

Time has mellowed the "academical village" and added to its unique beauty. The study where Professor McGuffey penned his prolific Readers is still in use; within its serpentine walls the charming garden which Professor Schele de Vere made a century ago is still a source of enjoyment; West Range looks much the same as when Edgar Allan Poe brooded and gambled in No. 13, or when young Woodrow Wilson conned his Blackstone a few doors beyond.

Tradition provides for the use of several expressions at the University of Virginia. Thomas Jefferson is still referred to as Mr. Jefferson; the campus is known as the Grounds; and freshmen are considered first-year men.

Mr. Jefferson opposed the granting of degrees at the University of Virginia on the ground that they were artificial embellishments. His plan of allowing students to select whatever subjects they wished and to pursue them in any order that pleased them for as long as they liked was doubtless intended to encourage mature young men to shape their education according to their individual

needs or inclinations, bound by no traditional academic programs. Through action of the Faculty and Visitors transformation to the granting of degrees followed several years after his death.

Edgar Allen Poe attended the University of Virginia in 1826, the University's second session. At that time the sessions began in March and ended in mid-December. A University of Virginia exhibition, commemorating the 150th anniversary of Poe's birth in 1809, includes early records which show that, contrary to popular belief, Poe was a good student. The books he borrowed from the library were definitely "highbrow," such as works by Voltaire and Rollin in the original French. The end-of-the-year reports of two of his professors note that he was one of 19 in a class of 107 who "excelled in Senior Latin," and one of 9 in a class of 90 who "excelled in Senior French".

The Rotunda, which Jefferson adapted from the Pantheon of ancient Rome, was first used in 1826 for a banquet honoring the Marquis de Lafayette when he returned to America on the 50th anniversary of the signing of the Declaration of Independence.

When Jefferson founded the University of Virginia and designed its first buildings, he planned homes where faculty members lived upstairs and taught downstairs. The gardens behind these brick homes were enclosed by winding, or serpentine, walls, only one brick thick, which Jefferson copied from "ribbon walls" he admired while visiting in England.



# Work—A Part Of Education

WILSON A. EVANS

*The founders of Berea College of Kentucky provided that work should be a part of the educational program. Those responsible for the program today are thoroughly convinced that learning to work is an essential part of effective education.*

Recent headlines emphasize the fact that Communist Russia is about to embark upon an educational program which will require all students, after they reach a certain level, to work while pursuing their academic studies. Although combinations of study and work are nothing new, and have been successfully promoted by various schools, this seems to be the first time such a program has been undertaken on a national scale.

If the Russians operate a work-study program which keeps the needs of students in the foreground, which relates work to study, which places primary emphasis upon the learning aspects of a work experience, and which develops within students a sense of responsibility and of appreciation for good workmanship, then possibly their scheme may resemble, in theory at least, the labor program which has been promoted at Berea College, in Kentucky, for more than one hundred years.

There are at least four significant features which justify pride in Berea College, and joy at being a part of it.

First, Berea serves a definite geographical area. Ninety per

cent of its students come from the "Berea Territory" which is made up of 230 mountain counties in Kentucky, Tennessee, the Carolinas, the Virginias, Alabama and Georgia. The effort is concentrated in this particular area because there seems to be greater need for Berea's educational program in the Southern Highlands than any other area.

A second feature is rather unusual: Berea College is a private, Christian school, independent of church, state, or federal support. Yet it charges no tuition! It seeks out and brings to Berea the exceptionally able and promising students who have real need of a low-cost, no-tuition educational program.

The third point is that Berea College holds fast to its purpose, formulated 103 years ago, of providing opportunities in the South for a liberal Christian education of high quality, without regard to race, religion, or political belief.

A fourth distinctive feature is that work and study go hand in hand. Academic activities are strengthened by a work program which stresses educational values as its primary objective. Each of the 1500 students works at least ten hours a week in one of the student industries, or performs some other service essential to the college. A student may do just

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about anything from operating the college-city fire truck to digging potatoes; or from baking bread to running emergency laboratory tests at the hospital.

This program of Berea College is based upon certain beliefs which seem to have vanished in some areas of modern life: people will always have to work in order to live; there is dignity in doing any useful, necessary work, and the worker should always be able to take pride in his work whatever it may be; all progress has been achieved because people worked creatively and constructively and that learning to work in such manner is essential to effective education. Upon these beliefs Berea College has developed a sound educational program which has certain unusual values for its students.

### Founders Provide Wisely

The founders of Berea College wisely provided that work should be a part of the educational program by making this commitment in the constitution: "... to furnish the facilities for a thorough education to all persons of good moral character at the least possible expense to the same. To promote this end, all possible facilities and inducements for manual labor which can reasonably be supplied by the Board shall be offered its students."

Those responsible for the program today are thoroughly convinced that learning to work is an essential of effective education. Since 1906, work opportunities have been provided for all students. Many of them work more than the minimum of ten hours a week; about 200 or 300 each year go to school as half-day students,

working 24 hours or more each week, thus being enabled to meet about three-fourths of their school expenses. The other fourth may be met by summer labor at Berea or elsewhere. Thus it is possible for a student to carry a reduced academic load and meet all his expenses for room and board and school fees through the labor program.

The primary objective of the Berea College labor program is to provide work experiences with the greatest possible educational value for the students. Here are some of the values which are available to those who seek them in the work program.

1. Their work on the college campus helps students more easily to make the adjustments from rural work patterns to the more highly organized systems now found in modern industrial areas.

2. The work enables students to develop their creative abilities, because superintendents encourage them to use their ingenuity in making improvements in their job situations.

3. Students learn that there is dignity in the doing of all useful, necessary work, and that one may take pride in doing any job well.

4. Work contributes to the development of good character through developing good work habits and desirable attitudes toward work and workers.

5. Students' labor may aid their cultural growth. In their jobs many students see, and perhaps help produce, items of great beauty and high quality, thereby increasing their understanding and appreciation of finer things.

6. The work experience gives students well-deserved feelings of personal achievement. This satisfaction in growth is readily ap-

## WORK — A PART OF EDUCATION

parent to any person who watches an inexperienced student become a skilled craftsman, an efficient office worker, a trusted laboratory technician, or an expert in any other of the hundreds of jobs which students perform.

7. The work program supplements and enhances the academic program by coordinating the work experience with classroom activities. While in some areas of work and in some academic departments there is little opportunity for coordination, in others this coordination can be achieved to a high degree: the pre-medical student can work at the hospital; the prospective teacher may get valuable training in the library or in the office of one of the teachers; the chemist-to-be may be a laboratory assistant in the Department of Chemistry; and a student majoring in agriculture may work at the Dairy or Creamery, the Livestock Farm, the Poultry Farm or the Garden.

8. Berea is a liberal arts college, not a vocational school, but the work program does provide vocational guidance for many students by helping them discover their interests and abilities, and by offering valuable vocational experience.

9. The work program also encourages students to develop hobbies. From their jobs at Berea many former students have derived hobbies which give them great personal satisfaction and also provide them with ways of giving satisfaction to their families and friends.

### Important Values Result

There are also important economic values resulting from the Berea College labor program. It

makes a significant contribution to the personal economic life of each student. It provides opportunities to earn, and it enables students to keep school expenses very low because they do much of the work which their own presence makes necessary. (During the fiscal year 1957-58 students worked 729,270 hours and earned \$244,244.97. The total cost for board, room, and school fees is about \$365.00 for one school year.) Also the work in Student Industries helps to produce income for the current educational expenses of the college.

Students do not always see that in these enterprises they are really working for themselves, and they sometimes want to know why they are not paid more for their work. Perhaps the answer is best illustrated by the family incident in which Johnny presented his mother with a statement of what she owed him for doing several little jobs around the house. The mother put the amount of the bill in an envelope and included with it a statement showing how much Johnny owed for food and clothing, for medical, and for school expenses. Johnny saw right away that he was receiving much more than he was contributing. If Berea College paid more for student labor, then the students would have to increase payments to the college in order to pay themselves more. If this happened, the college could no longer offer an educational program for such a low cost as is done today.

It is impressive to note that if students stopped working, Berea College would have to hire more than 300 additional full-time workers to do the jobs students are now doing. These people would have to be paid according to the scale for full-time workers, and the

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students would have to provide the money to pay them. This would greatly increase the cost of education at Berea. So, it is easy to see that the money students save by doing the work themselves, or any profit they help the college to achieve through the Student Industries, comes back to them in the form of educational opportunities.

There are other areas also in which important values are gained by students. Without a doubt, the labor program is one of the finest ways in the world to teach and practice democratic living. *Everybody* works at Berea College. That in itself is a democratizing influence. It eliminates class distinctions and feelings of economic superiority or inferiority. Simplicity of living and seriousness of purpose are characteristic of the Berea student body. All have a common interest and purpose, and each student has a particular job to perform in order that the best interest of all members of the group may be realized. Such a situation encourages individual responsibility and cooperation with others in accomplishing necessary tasks. Through cultivation of attitudes and behavior, the work-study program of Berea College nurtures the very grass roots of democracy.

There is one more value I wish to mention — possibly not as easily recognized or experienced as the others, but just as real. The Creative Idea Contests each year, the constant striving to improve the work of departments and the products of industries, and the efforts to use human and natural resources most advantageously — these encourage student workers to be alert to improvements which might be made in the college community now, and later in their

home communities.

### Evaluations Show Success Of Program

What is being accomplished at Berea College may be indicated in a small way by statements from a college senior, an unannounced couple from New York who visited our campus, and a visitor from a foreign country who was sent to Berea by the United States Department of State.

The student declared: "The labor program is definitely a part of the whole educational program at Berea College. Students get more than book learning; they get actual job experience in various departments. Yes, the work program helps to accomplish the feeling of responsibility, loyalty, and equality. Students are taught democratic living, they have a chance to develop mentally, physically, spiritually, and morally. They learn the true value of equality with their fellow students. This program will help students to go out better prepared to face the problems of life."

The New York visitors wrote: "While the physical aspects compare favorably with anything we have seen here in the East, it was the young students with whom we talked that made the greatest impression on us. We met them and talked to them on the campus, in the library and the Boone Tavern Hotel, where we stopped overnight, and were served by students with the proverbial Southern charm and hospitality. The students were, without exception, charming, courteous, intelligent and as 'cosmopolitan' a group as we have met on any campus."

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# Let's Try Training The Boss

CHARLES T. CLARK

*The department chairman, or other teaching administrator, often looks with consternation at the demands made on his time by other administrative offices. The University of Texas tried to do something about this administrative "bug-a-boo".*

The story is told of a county agent who was trying to explain new farm methods to a group of farmers at a grange meeting. When he finished one of the farmers stood up and said, "I don't know why we should spend our time talking about these new-fangled ideas; I already know a lot more good ways to farm than I ever use." There is no question but that most colleges and universities teach better personnel administration than they actually practice in their own organizations.

The latest study of *Personnel Practices in Colleges and Universities* indicates that very few personnel offices have complete training programs. Where programs are in operation, they are confined primarily to orientation of new employees, with a scattering of job training programs for clerical employees, custodial workers, and other special groups. Only a handful of schools indicated any sort of a supervisory training program. Even where supervisory training programs are given, they are usually for supervisors of non-

teaching personnel, and the very thought of including teaching people in any sort of a training program is generally viewed with dismay.

As every personnel officer on a college campus knows, teaching employees occupy many top-level administrative positions on a part-time basis. The administrative work required of deans, departmental chairmen, and other teaching personnel is rapidly becoming more complicated and more demanding. Paper work requirements of these jobs — particularly the demand for more and more reports — constitute one of the major headaches for the teaching person with administrative responsibilities.

During the past few years attempts have been made to lighten this burden. The most effective of these has been the program designed to train secretaries so that they can carry much of the load on required reports and other administrative details. While this approach has been very helpful, it still leaves much to be desired. High turnover of secretarial employees has often meant that the departmental chairman has had to train one or more secretaries per year. He finds it hard to train someone else when he lacks the detailed knowledge necessary to do

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the work himself. We might as well face the fact that if teaching people are to be given administrative assignments, they must also be given the training they need to understand and to do their jobs. There is no short cut.

#### Teaching Administrator Finds Administrative Detail Troublesome

Unfortunately the chairman or other teaching administrator often looks with consternation at the demands made on him from the President's Office and other administrative offices, and the lack of promptness and completeness of his reports demonstrates this fact. When a trained secretary leaves, it may be months before a new person can be trained sufficiently in the "school of hard knocks" to carry on in the footsteps of her predecessor.

This past fall the problem at The University of Texas was magnified by the fact that a new retirement rule brought about an unusually large turnover in departmental chairmen. We actually had twenty-one new departmental chairmen, together with several new deans, who took up their new duties on the 16th of September. This was a record for any one year. In addition, we had our usual turnover of clerical employees in departmental offices, and the usual increase in the demand for more reports and more paper work. The prospect was more than discouraging — it was alarming!

Drastic steps were necessary to meet this problem, and anyone who has ever contemplated a training course for deans and departmental chairmen will know that this is in the "drastic" category. After some debate, two training sessions

were planned, one for deans, directors, and departmental chairmen, and the second, to be held a few days later, for secretaries in deans', directors', and academic departmental offices. These programs were designed to inform administrators and their staffs of necessary administrative procedures and reports, and to acquaint them with staff services available for their use.

The "faculty" for these training sessions included the Vice-President and members of his staff, the University Budget Officer, Registrar, Business Manager, Auditor, and the Director of Classified Personnel. The courses were planned for the week following fall registration. This was an extremely busy time, but the early date was felt to be necessary in order to provide deans and chairmen with the information they would need in order to do their jobs effectively during the semester.

The following is a list of some of the topics discussed:

1. The importance of budgeting and budget planning.
2. Explanation of legislative restrictions on class size and faculty travel.
3. Reporting required by the Commission on Higher Education.
4. Twelfth-class-day report.
5. Small-class reports.
6. Staff directory cards, course reports, final announcement copy, new courses, adds and drops, classroom assignments.
7. Physical Plant, purchasing, and Stenographic Bureau services.
8. Teacher retirement system insurance programs, payroll procedures, travel vouchers.
9. Recruiting new employees, appointments, transfers and promotions, vacation and sick leave

## LET'S TRY TRAINING THE BOSS

policy, Quantity-of-Work and Nepotism rules.

### University of Texas Program Meets Important Needs

Much to everyone's surprise these training sessions were a huge success. Between eighty and ninety deans and departmental chairmen showed up for the course. Every dean's office on the campus was represented, and only three of the teaching departments failed to send either the chairman or a member of the teaching staff. The section for secretaries drew an enrollment of approximately a hundred secretaries. The program was much the same, but slanted to meet the needs of that group.

For the first time in the history of the institution, deans and chairmen received an explanation of the reasons for certain reports and administrative procedures. They

were told of the legal requirements for many of the reports and the difficulties faced by the University administration in supplying information to other State agencies. This understanding of the "why," as well as the "how," on reports and procedures paid off with better, more complete reports which arrived on time, and which had been prepared with considerably more enthusiasm than in the past.

Our experiment in the field of "training the boss" has proved to us that academic people will come to training sessions designed for their benefit, and that the results of such training help to make everyone's job more interesting and much easier. We plan to try this again next year, and we heartily recommend it to anyone who feels the need, but who is afraid to get his feet wet.

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The standard faculty view is that the intellect, its care and feeding, should fix the center and purpose of the university. The true life of the academy, in this view, is not in the stadium, or the alumni office, or the public relations department, or the dean's office, or the trustees' meeting, or the registrar's office, or the office of the student counsellor or the chaplain's hideaway, or the office of the occupational adviser, or of the fraternity business manager. Ardent faculty critics tell each other that the true life is lived in the meetings of teachers and students, not in the meetings of associations of college budget officers, associations of college housing officers, associations of college purchasing officers, associations of college public relations officers, associations of college alumni officers, associations of papa deans, associations of mamma deans, or associations of little baby deans. The adventure of the spirit, it will be said, takes place in the class room and seminar, not in Druid's circles of minor administrators who clasp each other's wrists and count pulses. Since the war, however, it is these auxiliary staff services that have proliferated on almost every campus, and many faculty feel that the stultification of the true purpose of the institution by administration is taking place not only by the operation of Parkinson's law but by the etiology of Parkinson's disease.

—EARL LATHAM, "The Managerialization of The Campus," *Public Administration Review*, Vol. XIX, No. 1, p. 56.

# A Personal Audit Pays Off!

JOHN E. SAMARA

*Everyone involved in a classification program, who is about to become involved in one, or who knows that he should be involved in one, will find this practical approach helpful and challenging.*

Like most personnel people, I have often felt that I could do a much better job of administering a personnel program if only I could get out of that chair in my office and get around to actually seeing what was going on—find out exactly what our employees were doing and maybe get a little better idea of how they were doing it. I'm sure that most of us often feel that we are trying to select people for jobs about which we know very little, and after we have filled them we often wonder how the incumbent is changing the job, or vice versa.

Perhaps we on college campuses have more of a problem in this respect because our employees are spread out over a fairly sizeable piece of real estate (the Sacramento State campus includes more than 20 buildings spread over 265 acres, and we have more than 6,600 students), and because of the large amount of traffic by non-employees.

Last spring I decided that I was going to do something about this problem. Specifically, I set out to talk to every employee ("nonacademic") on the campus; to review with them their current jobs; get a written job description

on record for each one; take a look at their organizational environment; and, in general, to "educate" myself regarding our institution and its employees.

It looked like a formidable task, but I decided that it could be done if I gave it some priority in my daily activities and if I approached it on a work-unit basis. I therefore selected some of the smaller work units with which to begin. As I went along, however, I allowed myself a great deal of flexibility in jumping from one unit to another so that I could combine my audit with other day-to-day problems that came up along the way. For example, if we received a grievance or a request for reclassification from a particular unit, I tried to rearrange my schedule so that this particular unit was given some priority. Thus I found myself going through the Maintenance Division (80 employees) after I had completed less than half of the instructional division offices (average 3 to 6 employees each).

It has taken approximately one year to get completely around the campus. Whereas I first questioned whether I could afford to spend this much time on such a program, I now feel that my time could not have been better spent. While it is true that some projects such as rewriting the Employees' Manual

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## A PERSONAL AUDIT PROGRAM PAYS OFF!

have fallen by the wayside temporarily, I am confident that I can now do such jobs much better than I could have done them without this background of specific information regarding each of our job situations.

My approach was basically as follows.

### Study Of Individual Records

1. I looked through the individual records of the personnel in the particular unit, reviewed their original application form, their performance reports, their current wage status, and their attendance records. Where possible, I dug out a written job description which had been completed by them or their predecessors. If there was none available, I sent along blank forms to the employees with the request that they start working out detailed job descriptions with their immediate supervisors.

### Discussion With Administrator

2. Next, I went to the administrative head of the unit and explained what I intended to do—I wanted to look over his general situation; get to know each of his people and their jobs a little better; see if there were any personal problems and, incidentally, if he had some particular problems that I could help with, I would be glad to look into them at the same time. My reception was generally enthusiastic (as the program developed, I even received anticipatory phone calls inquiring when I was going to visit other units).

### Appointments Scheduled

3. I then proceeded to schedule appointments with each employee

in the unit, generally at their work station. I allowed a minimum of one hour for each interview, but found that typically an hour and a half was needed. We reviewed their job description, ironing out questionable or "fuzzy" details. If a complete job description was not available, we proceeded to work it out, beginning with their rough preparatory notes and completing the general format for later typing and review with their supervisor.

### Review With Employee

4. Next I reviewed each employee's situation with him in terms of satisfaction and progress to date, pointing out general college policies, discussing promotional possibilities and clarifying lines of authority and appeal where necessary. From there we usually slid over to a review of their personal and family situations, discussing special interests, hobbies, vacation plans, etc. By the time we were through, there was a mutual feeling of better understanding, and I certainly felt that I understood their jobs and their working situation better than I ever had before.

### Judgments And Recommendations

5. After covering each of the employees in the unit (and making copious notes), I sat down and decided on some judgments, some suggestions, and some recommendations. These I took to the administrative head of the unit for discussion.

### Report Prepared

6. Then, and only then, did I sit down and write out a report

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for the Business Manager covering a general review of the situation as I had found it and setting forth recommendations that had been made to the administrative head of the unit.

We now have a written job description on file for each employee, signed by him and his immediate supervisor, and they each have copies. When an employee leaves the campus, our copy of his job description is attached to the "Position Vacancy Sheet" and given to the new replacement with extra blank forms. One of his first tasks then is to review that job description for clarification and change with his supervisor, and then forward us a newly completed job description in his own name. This enables us to keep current, and combined with a similar audit review every two or three years, such a program should enable us to insure proper classification and a better understanding of the working situation in each job on the campus.

I find now that when I get a resignation from "Joe Smith" to "accept another position", I either know that it is true, or realize that he was quite unhappy with night work, hadn't liked his particular assignment, etc., yet had never demonstrated sufficient capabilities to warrant a better one. After my audit interview and consultation with his supervisor, I had judged him "expendable" and at the same time, I realized the type or kind of personal characteristics that would better fit a man for that particular job.

As I went from unit to unit, I found myself gaining considerably in confidence and discrimination. In some situations my recommendations numbered as many as twenty and ran to several type-

written pages. Among the specific outgrowths have been a number of training courses and a number of internal realignments of duties and responsibilities. I found that, as a rule, I was enthusiastically received rather than resented as a "snooper" (which I had somewhat feared). Most employees were flattered that someone from the "front office" was sufficiently interested in them and their jobs to come out and see what was going on. Supervisors and administrators, once they realized that I wanted to help rather than to criticize, were most cooperative, even going out of their way to request criticisms and suggestions.

I encountered a number of individual problems and some procedural difficulties. There were employees who had never been introduced to all of the people they were expected to serve. There were others who never had met as a group with their supervisor. There were even some who were not quite sure who their immediate supervisor was. There were a few misclassifications, but in general I found that there were many more problems because of misunderstanding and misinformation regarding classification of positions.

### Objectives Added

While my original objectives had been primarily (1) to get a complete and accurate job description for each employee, and (2) to get a better picture of the individual employees and their organizational setting, I very quickly had to add the following: (3) explaining (and sometimes justifying) rules, regulations and policies, and (4) making (or recommending)

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# To What Extent Should A College Become Closely Related To Local Community Life?

MAURICE F. SEAY

*The gown and town problem is as old as higher education, itself, but in 1959 the problem is being analyzed from a new approach.*

A theoretical and somewhat elusive answer to this question can be a simple declaration: a college should be related to its local community to the extent that the institution's educational objectives are served. Almost any observer of higher education could agree with such a statement. Differences of opinion begin to appear, however, when we ask, "What kinds of relationships best serve educational objectives?" and "To what extent do utilitarian values justify close town and gown cooperation?"

Educational objectives differ widely, of course, among the various institutions of higher education. A community college may be designed to serve a local community with terminal curriculums planned to meet the specific need of that community. On the other hand, a four-year liberal arts college may serve a national clientele with general education and pre-professional curriculums, while a university acknowledges a three-fold function of instruction, research, and field services. Each

institution will approach the question of community relationships from the standpoint of its own purpose and clientele.

And the dividing line between the so-called utilitarian values and educational values frequently becomes blurred. My observations, however, lead me to believe that many current efforts to relate colleges to their local communities are motivated by reasons which the faculty members and administrative officers would not classify as primarily educational. As a local community deteriorates, the college or university faces serious problems — problems of student and faculty housing, problems of police and fire protection, problems of schooling and welfare, problems of race and social classes. Some of our major colleges and universities are now fighting the battle of community restoration — and some acknowledge that this need could have been avoided if the institutions had not isolated themselves from their communities throughout the years. Public relations programs with the primary aim of greater financial support or of favorable legislative action bring some colleges close to their local communities and cause some universities to declare that "the state is our campus." Yet failure to halt community deterioration or

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failure to provide the necessary financial support can seriously hamper the achievement of educational objectives.

Permit me to present a hypothesis for your consideration: that a college or university facilitates its educational program by a close relationship with its community — a relationship which involves the use of many community resources in the educative process — and this type of relationship becomes an effective base upon which to build public relations and by which community deterioration can be avoided.

#### Gown And Town Problem Old As Higher Education

The gown and town problem, of course, is as old as higher education, itself, but today the problem is being analyzed from some new angles. Baker Brownell in his *The College and the Community*, published in 1952, pulled no punches when he said:

"Behind these three principles of educational decay — namely, the postponed function, the social vacuum, and the divorce from practice — is the basic failure which these in their respective ways express. That failure is the inability of the college to identify itself with a true community. In consequence it promotes a mobile, rootless life, an urban indifference of mentality, a sterile, gay, and as it were, irresponsible biology. It promotes a kind of human life that is what it is largely because it is a life without community, a half life, an aggregation of specialized fragments of life, that has neither spiritual significance nor integrity."<sup>1</sup>

"The removal of higher education from the community is deadly. The decay of the community, on the one hand, and the withdrawal of education into abstract modes and patterns of its own, on the other, create a division between higher education and the community."<sup>2</sup>

With his vigorous criticisms of higher education, Brownell offers some advice and encouragement:

"Until the college returns to the community and identifies educational experience intellectually and spiritually with the community life, the disintegrative tendencies of higher education will probably continue.

"I have described briefly how some of the more progressive universities are bringing about this identification of the culture of the college with that of the community. It is an integrative process of which they may not be aware, but the change goes on. Unquestionably the communities can be served in many ways by the college. But many persons interested in college education are not yet aware that the college is critically in need of the community and can be served both intellectually and spiritually by it. The integration of educational experience in the college depends on it."<sup>3</sup>

Ordway Tead in the first of the John Dewey Society Lectureship Series, delivered in February of 1958, emphasizes the role of the community in the educative process:

"There is a splendid opportunity in most institutions to offer helpful, needed community services in which students under supervision

1. Baker Brownell, *The College and the Community*, pp. 38-39, Harper & Brothers, New York, 1952.

2. Baker Brownell, *The College and the Community*, p. 151, Harper & Brothers, New York, 1952.

3. *Ibid.*, p. 202.



## SHOULD A COLLEGE BECOME RELATED TO COMMUNITY LIFE?

are encouraged to volunteer their share to the advantage of the local agencies and with important learning opportunities for the students.

"Since the study-work alternation programs (of which the University of Cincinnati is one of the best examples) are not likely to be put into early effect in all colleges, this community service program can go an appreciable way in getting students exposed to the local life and institutions in a realistic manner. They may thus minimize the town-gown separation, and fertilize by virtue of concrete contacts the more abstract learning experiences of the classroom."<sup>4</sup>

As Ordway Tead would "fertilize by virtue of concrete contacts the more abstract learning experiences," I would use community resources to enrich the educative process.

A few well-known procedures will illustrate this relationship to the local community: various plans of combining work experiences with study; the use of community agencies as laboratories for the various disciplines; the participation of students in community activities as an essential part of training for leadership in volunteer organizations. More important than any of these planned procedures, however, may be the intangible educative influence of human beings reacting to other human beings in a normal community situation. In this type of

community living there is an integration of human values—a development of social responsibilities as well as of individual skills—in contrast to the segmented, anonymous way of life so characteristic of our large concentrations of population today.

### Current Paradoxes

In the current scene we have interesting paradoxes. The teacher is told that he should give great emphasis to content and then the same voice warns him that content very quickly becomes obsolete, and because of this fact, he is told that more emphasis should be placed upon skills of learning which will enable the learner to secure new content as he needs it in his professional or business career. The teacher is told that the international situation makes the national interest in education paramount, and at the same time the teacher is warned that concentration of power over education and uniformity in education are antagonistic to the democratic way of life.

As I re-examine the hypothesis which I presented a few moments ago, I am still of the opinion that a close relationship with its community is desirable for any institution of higher education—educational objectives are more effectively achieved. I admit, however, that this hypothesis should be tested by each individual institution, and I'm sure that as a result of this testing the extent of community relationships would vary greatly.

4. Ordway Tead, *The Climate of Learning*, p. 50, Harper & Brothers, New York, 1958.

# Unions On The University Campus

JOHN F. McLEAN

*It appears likely that organized labor will increase in size and extent, and that universities would be well-advised to make the university union as much a part of campus life as possible, to take advantage of those matters in which the union can be helpful, and to try increasingly to create a labour relations climate which will be of mutual assistance.*

It comes as a surprise to many people in business and industry, and even to faculty members, to find that organized unions frequently play an important part in university finance and administration. These people either forget or are unaware that the university staff, in addition to its teaching employees, normally includes a large number of nonacademic employees. This number is usually the equal of, and frequently outnumbered, the teaching staff. It is noteworthy that 21 per cent of Canadian and American universities report that they sign contracts with unions, and that in large institutions, over 50 per cent carry on union negotiations. (C.U.P.A. Survey, 1958.) Some 43 different union organizations are represented.

A considerable number of state universities in the United States come under civil service arrangements, but in Canada most universities are relatively independent of federal and provincial regulations insofar as the setting of, or deciding upon, pay and conditions of work for their employees. Most major Canadian universities there-

fore have either a direct or indirect relationship with organized labour.

In both Canada and the U.S.A. the degree of union organization, as in industry, varies greatly with geographical location. In areas where industry is highly industrialized and unions are strong, universities are likely to have strong unions and a very direct relationship; in agricultural areas and in areas in which unions are not highly organized, the relationship with unions may be indirect or even non-existent.

Bargaining sessions with unions may therefore be extremely limited in scope and may involve only an acceptance of going wage rates in some localities, but in larger universities, particularly in highly industrialized areas, bargaining may take place on as large a scale, and be as difficult and as time-consuming, as in many industries. They may involve a succession of negotiations of many different contracts running throughout the year, or they may sometimes involve one large contract embracing all types of classifications and categories. The jobs for which negotiations take place are in general similar to those jobs in any large city or municipal administra-

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tion or business organization, but frequently include categories which are unheard of in either city government or business. The normal groups associated with building maintenance and repair usually form part of the bargaining unit, but in addition there are frequently special groups, such as technicians, librarians, musicians and others.

The type of union organization is in most cases a "union shop", but it may vary from a very loose type of association to a highly organized and strictly controlled "closed shop". The relative difficulty and length of negotiations will, as in industry, depend, to a considerable degree, on the strength and the way in which the union is organized. In most cases the university unions are branches or affiliates of the great national or international unions. They will normally have a business agent or bargaining representative on the campus and will sometimes be as militant and as demanding as the strongest type of large union.

In all, campus union jobs are in many ways similar to those of a municipality or city. The union organization is frequently similar to that existing in a city organization, and the outside relationships between campus unions and international unions are similar to that existing in a city or town.

### Campus Union Negotiations Differ From Those Of Industry

In two or three important respects, however, union negotiations on the campus are different from those which normally exist in either public administration or in industry. In fact, they may be very much more complex, and consequently, more difficult.

### Wider Diversity Of Jobs

In the first instance, as mentioned above, they frequently involve a wider diversity of groups and classifications than an ordinary city or firm would expect to meet. In brief, these groups may, and do, cover four broad areas. *First* are those associated directly with the academic and teaching functions of the university. Among these we would include such groups as librarians, research technicians, dietitians, nursing staff, glass blowers, laboratory assistants, instrument makers, and agricultural technicians. *Secondly*, are those associated with university ancillary services. We would here include food services, printing services, bookbinders, fire fighters, and police, and housing and dormitory services. *Thirdly*, is the large area associated with university building and maintenance. It includes the various building crafts and trades workers, janitors, power plant and farm workers, truck drivers, gardeners, storekeepers, and labourers. *Fourthly*, and finally, we include the area associated with the university function of records, accounting, and general office work. Although most universities do not have all these classifications unionized, many of these will be organized on the campus where unions exist.

### Relations With Teaching Staff

A second respect in which the university union organization may differ from business or public service is the relationship which must exist between the unionized groups and the teaching staff. In industry the union member is normally the main factor in the

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business. He is the person who makes the wheels go round, or produces the required service. His function is of first importance. In public service, the function of the employee again is normally of first importance. He, although employed as a public servant, is the main factor in the success or failure of that service.

At the university, on the other hand, the union employee is not directly part of the main function of the institution. His place is one of supporting and assisting in the main function of the university — education. His wants and needs cannot therefore be considered of first importance when taken into account alongside those of teaching and research. It is conceivable, therefore, in an exaggerated situation, that the main function of teaching could continue for a period of time with great inconvenience, but without serious impairment, if the employees in these supporting areas were not there at all. In such an extreme situation the grass would not be mowed, the buildings might be cold, the faculty club and the cafeteria would be closed, and repairs would not be done, but at the same time teaching might conceivably proceed without interruption. Because of these facts, the union employee, although occupying an extremely important part of the university pattern, is somewhat divorced from the main function. The result of this may be either that the union will adopt an attitude of isolation and make demands which are far above the capacity of the university to pay, or, on the other hand, accept the supporting role and make requests which are in keeping with university aims and objectives. Which attitude the union takes will de-

pend to a very large extent on the relationship between it and the faculty and the administrative members of the staff.

If the general policy of the university attempts by word and deed to treat unionized employees as an important part of the university group and to consider their needs and desires at the same time and in relatively the same manner as the faculty, the attitude will probably be the latter. If, on the other hand, the administration and faculty attempt to treat them as outsiders who are really not part of the university picture, the attitude will likely be one of militant hostility. If, for example, the university puts into effect an expensive pension scheme without allowing the employed staff to join, or if the faculty are allowed to partake in a medical service plan and the unionized group is excluded, the union will, with considerable reason, make every effort to secure what they consider their just desserts in some other way.

This relationship, then, between faculty and unionized employed staff does not exist in industry or in municipal administration, but can be an extremely important factor in labour relations at a university.

### Financial Support

A word here might be said about another difference which exists between the unionized employees of industry or government and those at a university. This difference is related to finance and may not apply at some universities and colleges so completely as at others. Most universities secure their income from three main sources: first, government grants; second, private endowment; and third,



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student fees. With the exception of the last of these, the financial resources of the university are strictly limited and definite. Only in the area of student fees, which certainly has its limitations, has the college an opportunity to raise new monies to meet new expenses. Governments, of course, may be persuaded to increase assistance and benevolent citizens or foundations persuaded to increase endowments, but on a year-to-year basis, the university funds are to all intents and purposes a fixed amount. If increases in pay are to be made, therefore, to unionized groups, the extra money required must come from existing sources. There is virtually no way in which the university can pass on extra costs to anyone else. Although the manufacturer or contractor may fight very hard to prevent or postpone the raising of the price of his product or services, in the last analysis, he may have to do so. In the same way the city or municipality may, with the greatest reluctance, raise extra money requirements by raising taxes. The university normally has neither any opportunity to raise the cost to the consumer nor any taxing powers.

The negotiating committee of union contracts for a university may be in an extremely difficult or dubious position, because they have no leeway whatsoever. The university cannot go out of business, they must operate within a fixed amount, and they have no way of raising new monies. Student fees are likely to be the only resource left, and student fees are probably already higher than they should be. Recognizing that university staffs should not be penalized because they work on the campus, most universities will make every effort

to pay wages which are relatively similar to those outside the campus, and if they do not, the union, no matter how cooperative, will endeavor to force them to do so.

In these three ways universities, therefore, have problems in labour relations which are even more difficult and complex than they are in industry or in public service. In the first place, the variety and complexity of jobs, themselves, is likely to be greater; secondly, the peculiar relationship which exists between academic staff and unionized staff causes specific problems, and, thirdly, the fixed character of financial resources places extraordinary limitations on sources of increased funds for increased wages.

There are two additional relationships which the university has to face which may not always differ from industry or public service which should be mentioned: one has to do with relations with the provincial, state, or federal government, and the other has to do with the relations with the student body.

### Relations With Government

In the first instance, a university generally is extremely sensitive and vulnerable to relations with government, because it often secures a substantial or major part of its revenues from government. If the union forces the university into a position in which it is paying higher wages than state or provincial governments are paying employees doing similar types of work, it may be subject to condemnation by the grant-making authority. In extreme cases, the actual grant may be influenced. If, on the other hand, the rates of pay are less than those paid

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in industry, organized labour will do everything in its power to correct the situation. Institutions which are almost completely dependent upon state or provincial funds will find this problem extreme. In some cases they may be put in the situation that even if they had the money, they could not grant it.

### Relations With Students

Another relationship which may be of considerable importance is that between students and the union employee. Students are inclined to be extravagant, at times irresponsible, and at times inconsiderate. If the student body tends to regard the unionized staff as its servants and inferiors, problems in labour relations will be more frequent and difficult. If, on the other hand, the student body generally is cooperative and recognizes the importance of the unionized employees, relations will be easier. On most campuses, it is pleasing to say that the latter attitude prevails. We can all remember the janitor whose opinion was listened to with respect, the mail clerk whose memory of faces and addresses was regarded with awe, the carpenter whose skill was admired by all. In fact, on some jobs students may have an extremely close relationship with employees, and if the general attitude is one of arrogance, the employee will naturally resent it and carry this attitude with him when he, or his representative, comes to the bargaining table. If, on the other hand, the employee has a sympathetic understanding of students and their desires and hopes, he will likely see that his union is as cooperative as pos-

sible and labour relations less difficult.

### Are Unions Desirable?

A question which should be answered, if possible, at this point is whether a union is a desirable organization for the university campus. First of all, is it useful to the employee; and secondly, is it desirable for the university?

### For The Employee?

It would appear in the first instance that unionized employees are normally better paid than non-union employees. Although this situation is possibly true in industry and commercial undertakings, as well, this disparity can be somewhat exaggerated on the campus. Sometimes university administrators and faculty members are inclined, because of the above-mentioned supporting role, to consider nonacademic salaries and wages as being less important than academic salaries for teaching and research positions. In some isolated cases it has been suggested that nonacademic personnel should regard it as somewhat of a privilege to work at the university!

Secondly, and of course this factor is not confined to the campus, the campus employee may find it agreeable to be identified with a group whose interests may be similar to his own. The union may give him an opportunity for social expression which he could not obtain otherwise. The union bowling club, the union dance, the union political machinery, and the contacts with other unions, may give him some satisfaction which he would not be able to obtain in the same way simply as a member of the university staff. Again, the

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union employee may feel that through his elected bargaining committee he has some voice in the general policy of the university. He may feel that he can exercise some small measure of influence, not only as regards wages and working conditions, but also upon the general conduct and administration of matters which affect his job. If the university has new building plans, or if changes in policy regarding health services are being proposed, he may readily feel that through his appointed committee he can be kept informed of proposals and he may thus be able to influence final decisions. In these and in other ways, the union member may find the union useful and desirable.

On the other hand, however, there are certain ways in which he may not find union membership such an advantage. Members of university staffs generally are rather inclined to be individuals and to look at all matters as individuals. This attitude, so carefully fostered by the faculty, is often reflected, particularly in the case of technical personnel, among union employees. Perhaps, because of the atmosphere of academic freedom, union employees on a university campus are more likely to be dissatisfied with the lock-step arrangement which the union naturally requires of its members. Union members are more likely to feel restive under a system where all employees, whether good or not so good, are paid the same wages and where the union contract binds all to its laws and regulations without too much regard for particular merit or particular deficiency. In industry the union employee normally accepts these matters as being normal and right, but on the cam-

pus where individual initiative and individual enterprise is so much prized, he may find his union membership to be more restrictive than he sometimes would wish.

Along with this feeling of restriction, we may sometimes find that his national or international affiliations may force him into policies and actions which he does not entirely support. Of course, this situation may, from time to time, be equally true in the business community, but on the campus it may be more pronounced, because the campus union member may find himself, due to the unique position of the university, to be somewhat isolated from the ordinary work-a-day world. Although his job may be frequently the same or similar to that of an employee outside the institution, he will frequently find that his interests, his locale of work, and his attitude toward his employer may be significantly different. If the unionized employee is simply an employee who is secured for the time being from the regular hiring halls, of course, this situation does not apply, because he is then not a member of the university "staff". If he is a member of a regular university local or branch which includes many classifications of employees, the feeling of separation is likely to be greater. If he is a member of a smaller unit which is closely affiliated with the outside, this feeling will, of course, be less. From the standpoint of the employee, then, there are a number of advantages and disadvantages.

### For The University?

What about the university, itself? Is union organization on the campus useful and desirable, or is it something to be shunned and

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avoided at all costs?

Generally, universities seem to be of two minds on answers to these questions. On the one hand, some colleges, where unions have been long established, consider them to be a normal and useful part of the organization. They will state that the union has certain definite advantages, such as a means of communication and discussion with members of the non-academic staff, or the fact that problems of wage administration are simplified and reduced insofar as the university is dealing with a group rather than individuals. They may even say that the unions help to enforce laid-down policy, or in some cases help to promote efficiency. The union may help to iron out disputes and grievances by giving them group consideration before they become of major importance. It may help, from time to time, to improve relationships between faculty and employed staff.

On the other hand, many universities find unions to be of very doubtful advantage. University finances, as suggested before, are usually very limited, and union wage demands are very likely to be heavy, if not excessive. The union forms a pressure group which may, because of its highly organized nature, be able to exert influence far beyond what either its numbers or its importance should justify. The university community, being by its very nature a community of individuals, may not be equipped in the same way as industry to withstand these pressures, and may find the task of labour negotiating so time-consuming as to give way rather than fight the case. Indeed, in some universities unions have taken such a predominant position

that the financial rewards of their members have to be decided before any other financial demands can be met.

The union or business agent will, as in industry, be a key figure in the general labour climate on the campus. If he understands some of the total university problems and is willing to give them consideration, labour relations can be relatively smooth, but if he feels that the university union is exactly the same as any other union elsewhere, and has no special problems, there will likely be countless difficulties and antagonisms. Although most universities which have no unions at present may fight against any attempt to organize on the campus, those universities which have had well-established unions working for some time do not ordinarily consider such groups to be impossible to deal with, nor without their advantages both to the employee and to the university. If the community in which the university is situated is familiar with union organization, and if the university officials are prepared to spend time and effort in seeing that labour relations run as smoothly as possible, the organized campus unions may be an asset rather than a hindrance to furtherance of the business of the university. The union, whose individual members are in many cases sending their sons and daughters to college, may, in fact, be indirectly a powerful ally in assisting the university to acquire the funds which are essential for teaching and research.

Although the number of universities and colleges, which are union-organized, does not seem to have increased appreciably during the

(Continued on Page 27)



# Collective Bargaining In The Hospital Field

MONSIGNOR DANIEL M. CANTWELL

*Monsignor Cantwell feels that there is, in our world, a deep inner reawakening of the human family from "a long sleep," which is reflected in employer-employee relations. You will enjoy a theologian's practical and down-to-earth approach to dealing with unions.*

First of all, I am not a technical economist. I have never made a study of the economics of hospital administration. My interest is in the human relationships involved in the production and enjoyment of goods and services that meet the need of the community. This will be the subject of my remarks.

It is evident, I would suppose, that the human relationship of employer to employee in the hospital field is in no essential way different from that in any other field. Also, that the human needs and aspirations of hospital employees are the same as for other employees. While the terms, "goods and services," provide a convenient distinction to classify the fruits of human labor, it is obvious that the production of material goods is also a service, and at the same time that those who supply social services in society have also material needs.

What the human person needs for his growth and welfare, no matter what he produces for society, establishes a deep common bond between men and women and

unites them in a common claim.

For reflective men who recognize the inner nature of man and his unique relation to God and the created universe, this claim is a moral claim. It might be well very briefly to state the extent of of this moral claim.

The moral claim embraces decent conditions at work, however disparate the concrete application of this notion may be — say, as between a coal mine and a hospital. It includes reasonable security in gainful employment to free human beings from a hand-to-mouth existence. It further means a wage sufficient to meet human needs and human dignity — something which I know you will agree goes far beyond mere subsistence — something which must provide the means to advance culturally — and the means, whether through public or private insurance, to provide for the emergencies of sickness, old age and unemployment.

It further extends to something possibly more nebulous, but at the same time more important; namely, human recognition on the job, or in a profession, with an opportunity to have a voice in the conditions and decisions which vitally affect one's life.

I say the latter is more important because this is the mark of a

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From a paper presented by Monsignor Daniel M. Cantwell, Chaplain for the Catholic Council on Working Life, before the Chicago Hospital Personnel Management Association, December 18, 1958.

truly human social order. It is quite possible—and I think the Russian system may yet prove to us—that the physical needs of human beings can be met at least as well as, and possibly even better, through various kinds of imposed efficiency and imposed tyranny. Mussolini did succeed in making the trains in Italy run on time, and surely no one would contend that Hitler's Germany was not well provided for in material goods. But for all that, the tyrannies are inhuman and repellent to the human spirit if it is able to assert itself.

And while we are usually able to see the inhumanity in social systems removed from us geographically or chronologically, we are sometimes not so perceptive or sensitive closer to home. We are all prone to think that we can solve the problems of others better ourselves.

#### Inner Reawakening Of Human Family

However, there is in our world a deep inner reawakening of the human family arousing itself from what the late Pope Pius XII called "a long sleep". It is an awakening of men and women the world over to freedom, to responsibility to wanting a voice in decisions affecting their lives, whether these decisions are in the political or economic order. He saw in this movement in our world something reflecting the mind and the plan of God, something that was the flowering of the impetus planted in human affairs when Jesus Christ Our Lord joined in His own person all that is human and divine.

It is not my intention to theologize, or philosophize, or poetize

away the real difficulties that come before us when we face the human situation in any particular country or in any particular economic field.

But it would be equally wrong to minimize the importance of the philosophic or theological attitude that is brought to human problems. If, for instance, workers have a deeply ingrained class-conscious hatred or suspicion of all employers, or if employers are imbued with a tenacious sense of paternalism and a conviction that they are able unassisted to decide what is best for their employees too—then, in either case, a meeting of minds and ultimate mature relationships are a long way off.

I want to discuss with you some of the problems and the attitudes that I have met over the years in the hospital and similar fields.

There is a widespread opinion that hospitals and non-profit institutions are exempt from an obligation of meeting with the representatives of employees for the purpose of collective bargaining. What is to be said here?

First of all, I would pass over completely the question of whether there is a legal obligation. There is none certainly in Illinois, and various states have widely divergent legislation in this matter.

On the national scene, the Taft-Hartley Law explicitly exempted non-profit hospitals, though there is a debate about the intent and legislative history of the Taft-Hartley Law.

However, the matter of obligation doesn't rest there. Moral men are slow to defy the state by looking to it for our full obligations. There are higher claims on us. These claims are already recognized in some non-profit services.

Let's look at the preamble of

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the collective bargaining agreement between the Catholic Church in this archdiocese and the Cemetery Workers' Union. "The church authorities recognize that those employed as workmen in the cemeteries are entitled to a just wage and wholesome working conditions, and that in arriving at the standard to be set for this purpose, they should have a voice through worthy and responsible representatives of their own choosing."

It is worth noting that this particular agreement contains all the usual provisions: recognition, wage rates, guaranteed work week, premium pay, vacation, seniority, pension and retirement plans, grievance procedure, arbitration, and, in addition, a non-strike clause.

I note, too, that the *New York Times* of December 11, 1958, commenting on the threatened strike of the employees of the Montefiore Hospital in New York City, said:

"The leading questions posed by the Montefiore situation are these: Isn't it unfair and inhuman to ask hospital workers to help meet hospital deficits by accepting sub-standard wages? Shouldn't voluntary hospital management deal with unions that represent a majority of their employees—even though no state law compels them to?"

In the broad principle of representation appealed to in the cemetery preamble and in the *New York Times*, I see no room morally for exemptions. It is universally applicable and should be universally applied. Of course, the application does not mean that management should themselves organize their own employees, or invite in someone to represent the employees. Company-dominated

unions or sweetheart contracts are worse than none at all.

It does mean that those of our workers, at whatever level, who would try to organize their fellow employees may not be dismissed, or in various subtle ways penalized or forced to quit.

It means a willingness to allow employees to have a free voice in choosing their own representatives, and a willingness to sit down and negotiate toward a collective agreement.

There is a lesson to be learned from our social history and from industry, generally. Early efforts, and some desperately cruel methods, to impede the organization of industrial workers did not stop organization—they only embittered human relations in industry for years to come.

### Organization Inevitable

The organization of hospital workers is inevitable. Hospitals need enlightened and farsighted leadership and counsel in meeting this change. Leadership and skill are as important to hospitals as is the skill of the surgeon.

Another obstacle toward the acceptance of a more mature human relationship in our hospitals is the idea that the non-profit status, in itself, makes a contract on wages impossible. It is asserted that there are no profits to divide and only uncertain income, and consequently that a contractual obligation in economic matters cannot be assumed.

Reflecting on this, I would point out a good number of hospitals have already assumed such contractual obligations for at least part of their personnel. Moreover, even if we take under consideration a contract for all em-

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ployees, the fact of no profits is irrelevant. Economically, wages are costs which must be considered among the necessary operating expenses of a hospital. They are not shares in profits, and thus the non-profit character of a hospital or any similar institution—witness our cemeteries—is an irrelevant factor.

Moreover, we would surely not want to maintain the non-profit character of hospitals at the cost of unjust wages to the men and women who provide the services.

Nor is the uncertainty of income a relevant factor. Uncertain incomes also affect firms operated for a profit. In negotiating wages, income prospects should, and may often be, considered, but doubts here are no reason to refuse a written and stable agreement on wages.

In operating hospitals and similar institutions, supplies, fuel, drugs, appliances, insurance, and such items must be bought and paid for at the going rate. Frequently, I am sure, the hospitals must sign written agreements with the suppliers of these goods and services. These costs are not contingent on income.

It is obviously wrong to put hospital employees in a less advantageous position than the sellers of supplies and other impersonal services.

### No-Strike Clauses

A further problem frequently raised with me is the need to keep hospital services uninterrupted. Strikes cannot be tolerated. This claim is made, I believe, with moral justification and with a praiseworthy sense of responsibility to the community.

However, this matter is again

irrelevant to the claim of hospital personnel to have a voice in determining their conditions of work and in having written guarantees establishing agreed-upon methods of handling grievances, and so on. The contract can, and should, contain a no-strike clause. By and large, unions are willing to agree to such a claim in contracts with hospitals, and the Nurses' Association has, I know, always acknowledged the need for such a clause.

However, in fairness and equity, such a clause giving up the right to strike must be balanced off by better conditions of employment and more effective methods of handling grievances, including fact-finding, mediation, and even arbitration.

The handling of grievances is one of the most important problems in any working situation. To have some protection against arbitrary treatment is one of the most frequently given reasons for joining an organization and seeking a collective agreement. In my own experience, I have known nurses to leave hospital service to enter industrial nursing because of grievances which were, however real, to them actually quite trivial and susceptible of solution if there had been a judicial or quasi-judicial process. Even when employees do not leave, disgruntled ones are inefficient and harmful.

I hasten to add that what I am saying applies equally to all hospitals—religious and otherwise. All the people involved are human beings. They all have human failings, human temperament, and human feelings. Religious motivation does not obviate the need for a way to handle grievances—a way in which the parties can meet with some measure of equality.



## COLLECTIVE BARGAINING IN THE HOSPITAL FIELD

And now having been an amateur economist, a bit of philosopher, and possibly generally a bore, I should like before concluding to assume the role of prophet.

I predict that there will be an increasing amount of effort to establish collective bargaining relationships between hospital personnel and management, whether this is through labor unions or the nurses' associations. I predict that more and more of the personnel will establish representation to protect their interests. What then can you expect from unions and similar organizations?

You can expect pretty much what you show them. Warfare will be met with warfare. Paternalism or sweetheart contracts will result in corruption. Protracted campaigns for recognition will lead to strikes, threat of strikes, anxiety, suffering, and economic loss within the hospital community.

On the other hand, a mature willingness to accept the freely chosen representatives of your personnel, and even a desire to see them have the best possible representation (and this, by and large, would be through the organization that most closely represents the interest of the particular group of employees under consideration), a determination to approach bargaining strongly and judiciously, without a feeling that you must give in on every demand and without fixed ideas so that you refuse even to budge—these attitudes will breed reciprocal dispositions on the part of those with whom you bargain. A close study of the recent social history of our country would, I am confident, bear me out.

### Bargaining Not Child's Play

Let me insist, however, that bargaining is not child's play. Bargaining is bargaining. Bargaining is not making deals or buying off someone. Bargaining means getting all the issues on the table and then resolving conflicts rationally. Bargaining takes time, and there must be someone in the administration who is available and able to give it time.

My prediction about increased efforts to organize hospital personnel stems from an awareness of the economic position of hospital personnel, as well as of the amount of organizing in the hospital field that has already taken place in California, Washington, Minnesota and Canada, to cite some examples. I believe, too, that this is the trend of our times, and that in industry, itself, enlightened management has no idea or intention of turning the clock back to pre-collective bargaining days.

Unfortunately, the public attitude towards collective bargaining is too often influenced by the newspaper sensationalism we witness whenever the large industries—say the automobile industry or steel industry—are re-negotiating. Except for one or two outstanding newspapers in the country, most newspaper stories, at times such as these, are written, I believe, not for the sake of illuminating issues or informing the public, but for the sake of selling newspapers. It is necessary constantly to keep in mind that, as a matter of simple fact, tens of thousands of collective bargaining agreements are entered into every year without fanfare and without any cessation of employment.

Finally, I hope you would never be disillusioned, as some employers

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have been whom I know. When they signed a contract, they anticipated that, from that point on, all would be sweetness and light, and that when they finally gave in all else would give in too. This is not the human lot. Even after a contract, there will still be tensions between personnel and management. There will be disagreements. There will be grievances. There will be difficult moments. The union representative will leer at you and you at him.

Things like this are true even

in the intimate relationship of family life. A marriage contract does not eliminate them. Mature people expect them. The sign of their maturity is that they learn how to resolve difficulties rationally. The value of collective bargaining and grievance procedure is that you have a rational process for settling difficulties, for resolving problems, for stabilizing your work forces, for eliminating costly turnover, and for creating a better atmosphere for serving God and the community in the care of the sick.

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... mild paranoia is an occupational characteristic of many faculty, and the faculty complaint against administration magnifies the shortcomings of the managers and minimizes its own. The candid must recognize that few among the faculty are equipped to govern, and that most need management — up to a certain point, at least. Faculty folk are often — like the French people are occasionally — utterly incapable of self-government. What a confusion there is sometimes in a faculty meeting called to consider, for example, new regulations for the conduct of examinations. The proceedings may even have touches of low comedy, as in an old Mack Sennett movie. Professors spring up and down like Keystone cops in the chase of fugitive sense, rushing up and down the stairs and through swinging doors of parliamentary procedure. The innocent burst through false exits and slam into blank walls. Some try to arrest each other. Finally the president blows a whistle, all crowd aboard the Model T, clinging to the doors and hood as best they can, and go weaving down the road from side to side, towards the objective they were called to reach.

A faculty, moreover, is a collection of highly individualized personalities. Jealousies abound, feuds are not unknown, slights are almost never unintentioned, envy rankles, and bitterness cankers. . . .

Perhaps the task of making mutual understanding falls more heavily on the managers than the teachers since the managers are presumably equipped to deal with idiosyncrasy without contributing to it, and the teachers usually function within a fairly narrow specialty and therefore may not be expected to comprehend the alien dialectic of administrative justification. Indeed, it may be that teachers should be cherished by the functionaries with special tenderness because grateful alumni are more likely to remember a stimulating teacher than the executive officer in charge of buildings and grounds.

— EARL LATHAM, "The Managerialization of The Campus," *Public Administration Review*, Vol. XIX, No. 1, pp. 56-57.

## WORK — A PART OF EDUCATION

### WORK — A PART OF EDUCATION

(Continued from Page 4)

An educator from a foreign country said: "I have not been on this campus long enough to understand all that I have seen, perhaps, but what you have shown me today has seemed to me a remarkable system of education, one that promises a great deal for my own country. When I go back to Korea, I want to build in my school there a program similar to your own plan, an educational system which is strong and well-arranged for the needs of the people who not only must think, but also must rebuild their country. This is a great place you have here, and if God will give me the time and strength, I want to build in my land something like it."

### AUDIT PROGRAM PAYS OFF!

(Continued from Page 10)

adjustments of duties, personnel assignments, and internal organization.

These additional objectives, I am sure, were worthwhile, if only that they headed off some problems before they became acute. Incidentally, of course, I was strengthening lines of communication between employees and the personnel office — and paving a two-way path between administrative unit heads and the personnel officer.

### UNIONS ON THE CAMPUS

(Continued from Page 20)

last few years, the tendency is for a union, once established on the campus, to draw more and more employees under its influence. Seldom do unions withdraw once

they gain a foothold. It would appear likely, therefore, that organized labour will increase in size and extent, and universities would be well advised to make the university union, where it exists, as much a part of campus life as possible, to take advantage of those matters in which the union can be helpful, and to try increasingly to create a labour relations climate which will be of mutual assistance.

### THE WORKER'S PRAYER

Dear Lord, give me a supervisor  
who understands,  
One who looks at me as an honest  
man,  
One who knows I've got feelings  
and pride  
And joys and troubles that go  
side by side.  
For a man like that, I'll work all  
day;  
By deed and act I'll earn my pay.  
The clock's no problem, the wage  
no sin;  
Show me the work; let me begin.  
But Lord, give me a supervisor  
who understands,  
A good sound thinker, a maker of  
plans,  
Not a genius — nay not so,  
But a man who can smile and say  
hello.  
For him I'll work — I'll sweat and  
strain;  
I'll conquer the task regardless the  
pain.  
If he shows he cares — If he trusts  
me 'too,  
I'll not let him down — I'll see him  
through.  
But Lord, I'm just a worker — a  
common man;  
Please Lord, give me a supervisor  
who understands.

— Eldon T. Gray

## THIRTEENTH ANNUAL CONFERENCE

JUNE 28 — JULY 1, 1959



Nestled in the foothills of the Blue Ridge, at the Southern gateway to the Shenandoah National Park, Charlottesville and the University of Virginia extend a gracious welcome to the 13th Annual CUPA Conference.

The University of Virginia, founded and designed by Thomas Jefferson in 1819, today offers its 5,000 students a modern education combined with the traditions of over 135 years. The campus, traditionally known as the Grounds, has offered paths to many leaders in history. James Madison, James Monroe, and Mr. Jefferson all served on the University's first governing board. Edgar Allan Poe, Woodrow Wilson, and William H. McGuffey attended as students. The first college YMCA in the nation was established there in 1858. A closer contact to history is offered as one visits the original buildings, the Serpentine walls and gardens of this respected institution.

You will also want to participate in the fine program, which has been arranged for all members of the Association.